



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

2018 NOV 13 PM 12:13
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TEXAS EDUCATION AGENCY

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Hillsboro ISD CDN 109904 Vendor ID 74-6001096 ESC 12 DUNS 021721227

Address 121 East Franklin City Hillsboro ZIP 76645 Phone 254-582-8585

Primary Contact Jo Hayes Email hayesj@hillsboroisd.org Phone 254-582-4100

Secondary Contact Keith Hannah Email hannah@hillsboroisd.org Phone 254-582-4100

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Vicki Adams Title Superintendent

Email adamsv@hillsboroisd.org Phone 254-582-8585

Signature  Date 11/12/18

Grant Writer Name Jo Hayes Signature  Date 11/12/18

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Teacher Turnover--2016-2017 turnover rate: 25.6%; 2015-2016- 22%; Due in large part to teachers living out of district.	Recruit Hillsboro High School students who desire to teach to be a part of an Education and Training pathway that provides positive, meaningful teaching experiences early, thus creating an additional employment pool who live locally from our former students who pursue teaching as a profession.
Low Application Pool for Hard-to-Staff Subjects at the Secondary Level: Applicants for secondary math in 2018: 7; 2017: 20; 2016:11. Applicants for secondary science in 2018: 4; 2017:13; 2016: 10.	As more students become interested in teaching through our Education and Training pathway, we will have more students graduating college as teachers and returning home to teach because of positive experiences gained through the pathway, thus creating a larger, affiliated, more diverse teaching pool.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Hillsboro High School will increase the number of students completing coursework in the Education and Training pathway by 20% by the end of the 2020-2021 school year. In 2019, Hillsboro High School will pursue a MOU from the local community college so students in the Education and Training pathway can receive dual-credit for Instructional Practices as well as Practicum in Education and Training classes beginning in the 2019-2020 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Teacher participant, counselor, and administrator attend the TEA-led Institute in June 2019.
Establish recruitment plan for students to enter into the Education and Training pathway beginning of the 2019-2020 school year.
Establish an MOU with Hill College for dual credit for Instructional Practices and Practicum in Education and Training.
Offer dual credit coursework in the Education and Training pathway.
Collect baseline data on number of students taking courses in the Education and Training pathway.
Order educational supplies for field experience classrooms for students who are participating in Instructional Practices and Practicum in Education and Training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Establish active participation for teachers and students in CTSO through FCCLA.

Participate in FCCLA contests for Education and Training pathway students.

Reflect on and determine if new recruitment practices need to be established.

Measure enrollment in Education and Training pathway courses, diversity, and grades to determine % increase, reflection of student population, and college readiness.

Survey students who have left the program to establish ways to make pathway more attainable for all interested students.

Third-Quarter Benchmark

Measure enrollment in Education and Training pathway courses, diversity, and grades to determine % increase and college readiness.

Reflect on/modify recruitment practices.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As for evaluating benchmarks for recruitment into the pathway, the process of how and when we recruit students to join this tract along with the subsequent number of students who complete the pathway coursework will be evaluated. The plan is to begin promoting the program with 8th grade students who show an interest in education through interest surveys taken in the fall and spring semester through a career investigations class. Those students will meet with a high school counselor during the spring semester of their 8th grade year and will take a qualitative survey reflecting their understanding of and interest in the Education and Training pathway. This data will be used to modify how 8th graders are recruited. Additionally, promotion of the Education and Training pathway will take place through marketing materials and recruiting events for 8th graders and high school students.

At the high school level, recruitment will occur through events such as "Lunch with a Teacher" where well-loved teachers from across the district will conduct lunch meetings with students to promote teaching as a profession and to answer questions about being a teacher. These will be followed by qualitative surveys to determine what students need as support to join or continue the program. At the end of each semester starting in the fall of 2019, quantitative data from the district SIS will be used to measure the number students in the pathway, the diversity of students, and GPA of students in pathway. This data will be reviewed to determine if more students are entering the pathway, if the diversity reflects student population, and if GPA reflects college-ready students. Qualitative measures such as surveys and interviews will be used to gauge teacher/student reflections of the program. All this data will be used to modify the program if necessary.

Data from students who complete the program and graduate will be evaluated looking for number of students who continue in education courses in college and graduate with a degree and teaching certifications. Connections will be maintained with those students to promote their return to the district when their education is complete.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Hillsboro High School plans to recruit and select quality teachers to facilitate the Education and Training course sequence by focusing on exceptional, dynamic teachers. These teachers must have student achievement data that reflects high-quality teaching and an understanding of pedagogy, particularly student-centered instruction as reflected through their T-TESS evaluations. The teachers must also be student advocates/mentors as evidenced through a history of sponsorships, coaching, or mentorships.

The Memorandum of Understanding (MOU) that the teacher will sign includes an agreement to forego resignation from the district employment for (3) years for as a condition of receiving the stipend.

If the teacher resigns from the district after one year, 66% of the stipend received is returned. If the teacher resigns after two years, 33% of the stipend received is returned.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit 0 X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit 1 X \$5,500 = \$5,500

Number of high schools with existing Education and Training courses in 2018-2019 1 X \$6,000 = \$6,000

Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 =

Total Request for Pathway 1 \$11,500**PATHWAY TWO**☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2**PATHWAY THREE**☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teaching stipend for teaching Educationa and Training course

\$ 5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)**SUPPLIES AND MATERIALS (6300)**

Supplies, instructional materials, and resources for Education and Training coursework

\$3,000

OTHER OPERATING COSTS (6400)

Travel to state provided professional development for teachers, admin, and counselors

\$2,000

Travel to CTSO events and conferences

\$ 500

CTSO teacher and student memberships and conference/event costs

\$ 500

Total Direct Costs \$11,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

\$500

TOTAL AMOUNT REQUESTED

\$11,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Career development, counseling, and support for students and growth of FCCLA---

To increase participation of this pathway we begin identifying students who show an interest or aptitude for teaching in the 8th grade through the Career Investigations course. This course is very valuable at helping students analyze their interest and ability toward different fields. Counselors visit with each class and discuss the options available for pathways at the high school. Students will take a tour of the high school campus and meet teachers within each pathway. As the transition to high school each student and parent meets one-on-one with a high school counselor, administrator, or knowledgeable staff member to help select pathways that align with future goals. When students enter into the principal class for each pathway they are encouraged to join the appropriate student organization. Each sponsor explores the possibilities of the student organization with the students. Currently FCCLA services our culinary pathway but we will expand this to our education pathway as students begin to take courses in this pathway.

Strategies to increase enrollment in each course each year---

To increase enrollment in this course we will hold a student meeting to make students aware of the new pathway. Marketing and promotional material will be posted around the school to encourage students to enter the field of education. During CTE month, recruitment tables will be set up during lunchtime to promote the field of education. As each student enters the Instructional Practices course they will receive a pullover jacket to signify they are part of the Education in Training pathway.

Description of recruitment and selection of highly qualified, field experience classroom teachers---Hillsboro High School's plan to recruit and select quality teachers to facilitate the Education and Training course sequence and receive grant funds includes recruiting exceptional, dynamic teachers who teach in fast growing career pathways. These teachers embody the traits that make an exceptional teacher: passion for education, strong relationship skills, impeccable work ethic, and respect of peers. Each teacher chosen for this grant will need to have been selected by a student as an influential HISD educator. Teachers for this pathway will have strong research-based instructional practices reflected in evaluations by administration. Educators for this pathway will have a history of sponsorship of extracurricular organizations.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Description of profile of students targeted for recruitment(performance quartile, diversity)---

Hillsboro ISD has a very diverse student population: Hispanic – 57%, African American - 15%, White – 25%, and two or more – 3%. The class makeup should to some level represent our overall student population. Students will be counseled based upon aptitude and interest to enter this pathway during their 8th grade year. Additional students may be encouraged to participate in this pathway based upon course selection and counseling each spring.

Strategies to increase student interest and persistence---

Recruitment and engagement will be two pieces that have to be present for students to continue on this pathway. The selection of teachers that will teach this pathway will play a large part into the initial interest in the education pathway. Students will need strong positive experiences in each level of educational courses. Students will need to observe passionate teachers who will mentor the students and provide hands-on experience while in field classes. Marketing strategies to attract potential students will include promotional materials posted around the school, recruitment events, and promotional pullovers for students entering the program.

How leadership will motivate students to enter and persist in Education and Training courses---

A key to students persisting in the Education and Training courses will be scheduling courses so there are no conflicts between the education courses and other courses needed to complete graduation requirements. Campus leadership will take an active interest in students in these courses to encourage students to continue into the field of education. District leadership will take into consideration students who complete this program as they hire future teachers.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Although we did not have the MOU from Hill College at the time this application was due, we do plan on entering into an agreement with Hill College to offer Instructional Practices and Practicum in Education and Training as dual credit offerings.

Because of this, we are including our timeline for plans to have these courses be dual credit.

Explain partnership with community college---

Currently Hillsboro ISD has a strong partnership with the local junior college, Hill College. Students are able to take many dual credit courses so adding the Education and Training courses will be a fairly simple process. We have reached out to the college and have the course syllabi for the dual credit courses for Education and Training. We will simply need to add these to our MOU in the spring of 2019 for the 2019-2020 school year.

Timeline to develop the dual credit partnership by 2019-2020 school year---

- Contact Program Director for Education and Training for Hill College
- Once teacher is selected send transcript for approval to teach from Hill College
- Look over course syllabus to make sure college level course aligns with high school course
- Sign MOU with Hill College for course to be taught at high school level

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

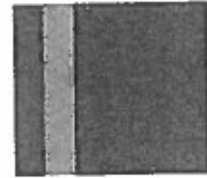
- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number

Chris Teague, M.D.
121 E. Franklin Ave. Hillsboro, TX 76645
(254)582-4100



November 5, 2018

Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

To whom it may concern,

As a small rural school district, we struggle finding diverse qualified teachers to fill teaching position vacancies. Currently, the high school has started the "Grow Your Own" teacher candidate program, but we would like to see the program expand into a dual credit program. We as the school board of Hillsboro ISD fully support this endeavor by our district.

The board members and I feel that this program could create a culture where our youth come back to our community and teach future generations. If students are able to start this trajectory with dual-credit classes while in high school, they will be well on their way and have a higher chance of completing a college degree in education.

This grant program does a great job of spotlighting the profession of education and the importance it plays in our communities and state. As students begin to learn about the impact of the teacher and have exposure to the instructional practices at an earlier age, they will develop a deeper appreciation for the field that is the foundation for all others. We look forward to seeing our high school prepare future educators for our district.

Sincerely,

A handwritten signature in blue ink, appearing to be "Chris Teague".

Chris Teague, M.D.
President, Hillsboro ISD Board of Trustees

